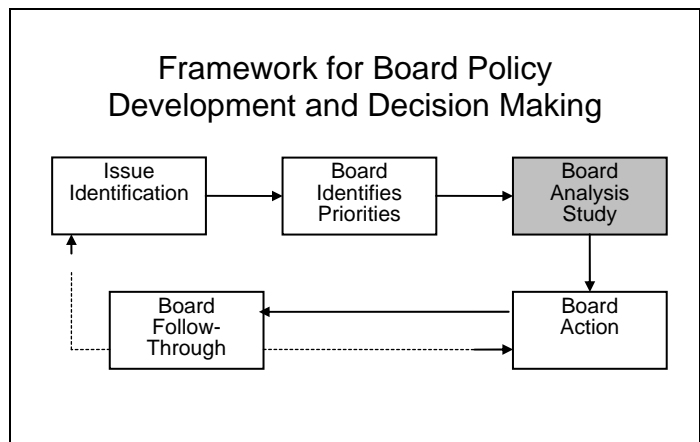


# Iowa State Board of Education

## Executive Summary May 14, 2008



**Agenda Item:** Iowa's Community College Adult Literacy Annual Report—Executive Summary—Program Year 2007 (July 1, 2006 – June 30, 2008)

**Iowa Goal:** 3. Individuals will pursue postsecondary education in order to drive economic success.

**Equity Impact Statement:** Iowa's adult basic education program is available to Iowa adults who lack basic literacy skills or who have not attained a secondary school credential.

**Presenter:** Helene Grossman, Adult Education and Adult Literacy Consultant  
Amy Vybiral, Adult Education and Adult Literacy Consultant  
Bureau of Community Colleges and Career and Technical Education, Division of Community Colleges and Workforce Preparation

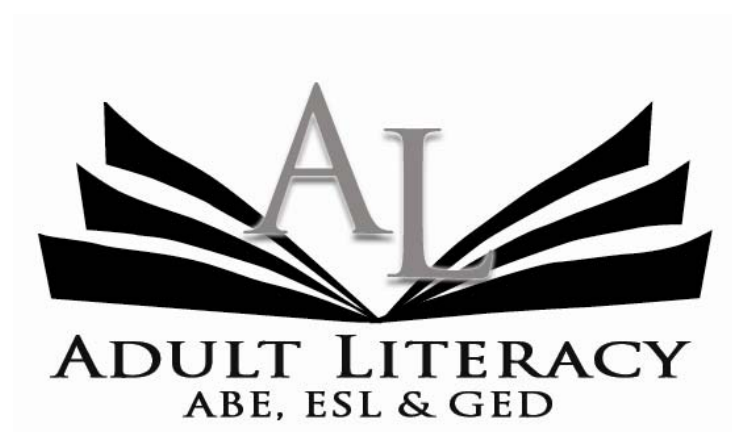
**Attachments:** 1

**Recommendation:** It is recommended that the State Board hear and discuss this information.

**Background:** The purpose of this presentation is to inform the State Board about Iowa's adult basic education program benchmark attainment for Program Year 2007.

# IOWA'S COMMUNITY COLLEGE ADULT LITERACY ANNUAL REPORT

Executive Summary



**Program Year 2007**

**July 1, 2006 – June 30, 2007**

Iowa Department of Education

State of Iowa  
**DEPARTMENT OF EDUCATION**  
Grimes State Office Building  
Des Moines, Iowa 50319-0146

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# **INTRODUCTION AND BACKGROUND**



## INTRODUCTION

This comprehensive document replaces the previously published Benchmark Report, Benchmark Report Executive Summary, Iowa's Community College Basic Literacy Skills Credential Report, Iowa GED Statistical Report, GED Annual Performance Report and Iowa's Adult Literacy Program National Reporting System Annual Performance Report (Graphic Presentation). For ease in printing and sharing sections of this full report, you may find each section posted separately on the Iowa Dept. of Education website <http://www.iowa.gov/educate/> and <http://www.readiowa.org>

## BACKGROUND

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105<sup>th</sup> Congress ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

## ACCOUNTABILITY MEASURES

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (e.g. The Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

The Iowa basic skill core percentage benchmarks were established utilizing the Adult Education Government Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2)(B)] also authorizes the Iowa Department of Education to identify additional indicators of performance for Iowa's adult literacy program and literacy activities. The additional indicators established for Iowa's adult literacy program were:

- Pre/post assessment percentage rates for the three major adult literacy instructional programs which are adult basic education (ABE), adult secondary education (ASE), and English-as-a-second language (ESL)
- Iowa's GED pass rate
- Increase in the number of issued basic skill certificates.

## OVERVIEW OF THE NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is a project to develop an accountability system for the federally funded adult basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

### NRS GOAL, MEASURES AND METHODS

#### NRS Goal

The goals of the NRS project were to establish a national accountability system for adult literacy education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures.

#### NRS Measures

The requirements of WIA, consensus among the stakeholders and advisory board members, and the need for uniform valid and reliable data were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to accommodate the diversity of the adult literacy education delivery system and the need for compatibility of the definitions with related adult literacy education and training programs.

NRS includes two types of measures (1) **core**, and (2) **secondary**. The core measures apply to all adult basic education students receiving 12 or more hours of service. There are three types of **core measures**:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures**, including student demographics, reasons for attending and student status; and
- **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures and awarding of incentive grants will be tied to these performance standards.

The NRS *secondary* measures include additional outcome measures related to employment, family and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy education programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There *are also* secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

## Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 1 shows how the measures relate to these requirements and goals for adult literacy education stated in the legislation.

### Exhibit 1

#### Goals And Core Indicators Of The Adult Education And Family Literacy Act And NRS Core Outcome Measures

| Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA   | Core Indicators Required by the Adult Education and Family Literacy Act  | National Reporting System Core Outcome Measures   |
|--|--|---|
| Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.  | Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills. | <ul style="list-style-type: none"> <li>Educational gain (achieve skills to advance one or more educational functioning level)</li> </ul>                    |
| Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement. | Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.  | <ul style="list-style-type: none"> <li>Entered employment</li> <li>Retained employment</li> <li>Placement in postsecondary education or training</li> </ul> |
| Assist adults in the completion of secondary school education.   | Receipt of a secondary school diploma or its recognized equivalent.  | <ul style="list-style-type: none"> <li>Receipt of a secondary school diploma or pass GED tests.</li> </ul>  |

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels for English-as-a second language students (ESL). Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on student's instructional needs and goals.

Exhibit 2 depicts the relationship among the major instructional programs and the educational functioning levels within each major instructional program. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills. (See *Appendix A* for a description of the educational functioning level descriptors).

## Exhibit 2

### Relationship Between Instructional Programs And Educational Functional Levels

| Instructional Program                  | Educational Functioning Level | CASAS Level | CASAS Standard Score Range |
|--|-------------------------------|-------------|----------------------------|
| <b>Adult Basic Education (ABE)</b>     | ABE Beginning Literacy        | Level A     | Under 200                  |
|  | ABE Beginning Basic Education | Level B     | 201 to 210                 |
|  | ABE Intermediate Low          | Level B     | 211 to 220                 |
|  | ABE Intermediate High         | Level C     | 221 to 235                 |
| <b>Adult Secondary Education (ASE)</b> | ASE Low                       | Level D     | 236 to 245                 |
|  | ASE High                      | Level E     | 246 and Above              |
| <b>ESL/ESL/<br/>Citizenship (ESL)</b>  | ESL Beginning Literacy        | Level A     | 180 and Below              |
|  | ESL Low Beginning             | Level A     | 181-190                    |
|  | ESL High Beginning            | Level A     | 191 to 200                 |
|  | ESL Intermediate Low          | Level B     | 201 to 210                 |
|  | ESL Intermediate High         | Level C     | 211 to 220                 |
|  | ESL Advanced                  | Level D     | 221 to 235                 |

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for pre/post assessment strategies. The State of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress.

The remaining core outcome measures are **follow-up measures**, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment—whether the student obtained a job by the end of the first quarter after leaving; and retained employment—whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential. [See *Appendix B* for Iowa's NRS Report for Program Year 2007.]

## Summary of the NRS Core Outcome Measures

- **Performance Measure I – Demonstrated Improvement in Literacy Skills: Sub Measures**
  - **Adult Basic and Secondary Education:** The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed. The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.
  - **English Literacy or English as-a-Second Language:** The percentage of enrolled adults in English literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled. English literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.
- **Performance Measure II – High School Completion:** The percentage of enrolled adults with a high school completion goal who earned a high school diploma or GED.
- **Performance Measure III – Entered Postsecondary Education or Training:** The percentage of enrolled adults with a goal to continue their education who enter postsecondary education or training.
- **Performance Measure IV – Entered Employment:** The percentage of enrolled and unemployed adults (in the workforce) with an employment goal who were employed at the end of first quarter after they exited the adult literacy program.
- **Performance Measure V – Retained Employment:** The percentage of enrolled adults with: (1) a job retention goal at the time of enrollment, and (2) those adults with an employment goal who: (a) obtained work by the end of the first quarter after leaving the adult literacy program, and (b) were employed at the end of the third quarter after exiting the program.

## IOWA'S ADULT LITERACY PROGRAM CONTINUOUS IMPROVEMENT BENCHMARK MODEL

The Iowa Department of Education, in conjunction with the community college based adult literacy program, researched, developed and initially implemented the Iowa adult literacy continuous improvement benchmark model (IALCIBM) during Program Years 2002-2003.<sup>1</sup> The purpose of the CIBM was to provide Iowa's adult literacy program with a field based process to realistically set and achieve local/state benchmark levels for the NRS and state mandated outcomes.

The IALCIBM characteristics are:

- \* Reflects local/state program instructional goals and desirable benchmark outcomes.
- \* Constantly evolving to incorporate updated trends, innovations, new strategies, changes in state/federal reporting requirements, etc.
- \* Process oriented as opposed to product oriented (e.g. model is designed to outline process approach to benchmark projections utilizing different types of product based documentation) with student success as the primary goal.
- \* Cyclical, flexible, adaptable and adoptable to meet unique local/state program, agency or organizational needs.
- \* Practitioner based, realistic and easily understood by Adult Literacy Coordinators and staff.
- \* Comprehensive with all model component parts integrated to form the complete model.

The IALCIBM consists of seven (7) action steps designed to assist a local or state adult literacy program project realistic and attainable benchmark projections. However, the process is cyclical and ongoing. The seven (7) steps are:

- \* Step 1: collect data,
- \* Step 2: analyze data,
- \* Step 3: identify program strengths and weaknesses,
- \* Step 4: identify solutions,
- \* Step 5: plan a strategy,
- \* Step 6: implement action plan,
- \* Step 7: measure benchmark improvement.
- \* Continue process.

Since the implementation of the IALCIBM in Program Year 2003, the local/state adult literacy programs are utilizing the model to project and attain realistic program benchmarks. The IALCIBM will continue to be refined and improved over the next several program years.

## **IOWA'S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM**

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System, has adopted the CASAS based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance in relation to specific benchmark attainment criteria that the Iowa Department of Education negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally mandated NRS Performance Report and to meet the accountability mandates delineated in the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information.

### **Exhibit 3**

#### **Iowa's Adult Literacy Program Electronic Reporting System Documents**

|  |  |
|--|--|
| <i>Iowa TOPSpro Data Dictionary<br/>(updated annually)</i> | <ul style="list-style-type: none"> <li>* Provides statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms.</li> <li>* Serves as a companion to the <i>TOPSpro Technical Manual</i> produced by CASAS.</li> <li>* Integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates</li> </ul> |
| <i>TOPSpro/NRS Coding Guidelines</i>                       | <ul style="list-style-type: none"> <li>* Provides Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure.</li> <li>* Serves as a supplement to the <i>Iowa TOPSpro Data Dictionary</i>.</li> </ul>  |

A comprehensive staff development plan has been initiated to provide technical assistance to local programs regarding: (1) TOPSpro software training, (2) NRS updates, (3) state policy updates. Professional development is offered regularly to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro Records' Specialists.

The documents and professional development reflect changes in: (1) updated versions of the TOPSpro software, (2) changes in NRS requirements, and (3) state level policy changes. Given the amount of documentation and professional development opportunities available for Iowa's local Adult Literacy Programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

## **SECTION I – BENCHMARK REPORT SUMMARY**

## IOWA'S ADULT LITERACY PROGRAM BENCHMARKS

This section is designed to report on Iowa's statewide adult literacy program benchmark results for Program Year 2007 (July 1, 2006 through June 30, 2007). This section provides a review of the tables and exhibits which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) pre/post assessment, (2) educational gain, (3) adult learner follow-up measures, (4) number of basic literacy skills certificates issued, and (5) GED pass rate. The section titled "Iowa's State Adult Literacy Benchmark" provides an overall state literacy benchmark to be achieved by 2010. This benchmark statement was designated as the literacy benchmark to be incorporated in the overall Iowa Community College benchmark document.

### Iowa's State Adult Literacy Benchmark

Approximately 36-39% (N=800,000) of Iowa's adult population ages 16+ perform in the two lowest levels of literacy proficiency as documented by the Iowa State Adult Literacy Survey (IASALS) conducted in 1992. Adults who score in the two lowest levels of literacy proficiency do have limited literacy skills. However, they are not likely to be able to perform the range of complex tasks that the National Education Goals Panel considers important from competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship. By the same token, approximately 61-65% (N=1,287,000) of Iowa's adult population ages 16+ perform in the highest three levels of literacy proficiency as documented by the IASALS. The National Education Goals Panel considers adults functioning in the three highest levels of literacy proficiency as possessing the necessary skills to successfully complete in a global economy and fully exercising the rights and responsibilities of citizenship.

A key indicator of Iowa's adult literacy proficiency level is educational attainment. Recent research studies have concluded that attained level of education is the best overall predictor of adult literacy proficiency levels. A trend analysis of the 1940-2000 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency decreased from 67% in 1940 to 14% in 2000. Therefore, a reasonable projection would forecast that the 2010 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 8-9 percent. **A benchmark goal of attaining an 85-90% Iowa adult proficiency level by the year 2010 is a realistic and attainable goal.**

### Benchmark Goal

**The overall Iowa benchmark literacy goal states that by the year 2010, 85-90% of Iowa's adult population will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.** The attainment of this goal is contingent on continuing to provide adult literacy classes, offered through Iowa's community colleges and related agencies, to Iowa's adult literacy target populations. The ability to quantify the attainment of this goal is through: (1) the number of Iowa High School Equivalency Diplomas issued on an annual basis, (2) the number of basic skills literacy certificates issued on an annual basis, and (3) a replication of the IASALS study in 2010 with appropriate comparisons made to the 1992 NALS study.

### Benchmark Strategy

The following strategies must be implemented in order to obtain Iowa's adult literacy goal by 2010:

- The number of Iowa High School Equivalency Diplomas issued on an annual basis should approximate 4,400 per year. A trend analysis of the number of Iowa High School Equivalency Diplomas issued between Calendar Years 1980-2006 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Literacy Skills Certificates issued on an annual basis should approximate a range of 5,000-6,000. A trend analysis of the number of Iowa basic literacy skills certificates issued between Program Years 1998-2006 indicates this objective can be successfully accomplished.
- The 1992 IASALS study should be replicated in 2010. The results should be compared with the 1992 IASALS study results. This comparison strategy will provide a 20 year comparison between the 1992 and 2010 IASALS study to determine the amount of progress in achieving the benchmark goal.



## Overview of State Level Results

The twenty benchmark (5 state mandated and 15 federally mandated) results for Iowa's adult literacy program are presented in Tables 1-4. **Table 1** depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments. The results are as follows:

- a total of **84%** learners received pre-post assessments in the Adult Basic Education instructional program which represents an increase of **6%** over Program Year 2006 (78% for Program Year 2006);
- a total of **91%** learners received pre-post assessments in the Adult Secondary Education instructional program which represents an increase of **2%** over Program Year 2006 (89% for Program Year 2006);
- a total of **64%** learners received pre-post assessments in the English-as-a Second Language instructional program which represents no change over Program Year 2006 (64% for Program Year 2004);
- a total of **78%** learners received pre-post assessments across the three instructional programs which represented an overall increase of **2%** over Program Year 2006 (76% for Program Year 2006);

The overall results indicated that Iowa's adult literacy program pre/post assessment benchmark attainment increased from **76%** for Program Year 2006 to **78%** for Program Year 2007. This comparison indicated an overall increase of **2%**.

**Table 1**  
**Pre/Post Assessment Percentage**  
**by Instructional Program and Educational Functioning Level**

| Instructional Program                     | Educational Functioning Level  | *Total Enrollment | **Pre/Post Assessment Enrollment | Percentage Pre/Post Assessed |
|---|--------------------------------|-------------------|----------------------------------|------------------------------|
| <b>Adult Basic Education (ABE)</b>        | Beginning Literacy ABE         | 189               | 146                              | 77%                          |
|   | Beginning Basic Education ABE  | 264               | 227                              | 86%                          |
|   | Low Intermediate ABE           | 658               | 524                              | 80%                          |
|   | High Intermediate ABE          | 2,591             | 2,223                            | 86%                          |
|   | <b>Subtotal</b>                | <b>3,702</b>      | <b>3,120</b>                     | <b>84%</b>                   |
| <b>Adult Secondary Education (ASE)</b>    | Low Adult Secondary Education  | 1,437             | 1,289                            | 90%                          |
|   | High Adult Secondary Education | 633               | 599                              | 95%                          |
|   | <b>Subtotal</b>                | <b>2,070</b>      | <b>1,888</b>                     | <b>91%</b>                   |
| <b>English-as-a-Second Language (ESL)</b> | Beginning Literacy ESL         | 411               | 172                              | 42%                          |
|   | Beginning ESL – Low            | 396               | 234                              | 59%                          |
|   | Beginning ESL - High           | 862               | 601                              | 70%                          |
|   | Low Intermediate ESL           | 1,054             | 705                              | 67%                          |
|   | High Intermediate ESL          | 662               | 458                              | 69%                          |
|   | Advanced ESL                   | 507               | 314                              | 62%                          |
|   | <b>Subtotal</b>                | <b>3,892</b>      | <b>2,484</b>                     | <b>64%</b>                   |
|   | <b>Total</b>                   | <b>9,664</b>      | <b>7,492</b>                     | <b>78%</b>                   |

\* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2007; Table 4, Column B; State Aggregated Report.

\*\* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2007; Table 4B, Column B; State Aggregated Report.

**Table 2** presents a performance comparison between the negotiated percentage and the attained percentage for the five state level benchmarks. **The overall results indicated the attained percentages met or exceeded the negotiated percentages excluding Adult Basic Education pre/post assessed.** The specific results are as follows:

- The GED pass rate of 99% exceeded the projected pass rate of 96% by three percentage points.
- The number of basic skills certificates issued for Program Year 2005 will serve as the base year for establishing a percent increase for the number of basic skill certificates issued from Program Year 2006 to Program Year 2007.<sup>2</sup>

<sup>2</sup> Refer to the report titled *Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005* for Iowa's basic literacy skills certification program statistics. This report is available at <http://www.readiowa.org>. The information is also available in the *2006 Annual Benchmark Report Executive Summary*. The basic skills attainment percentage and negotiated increase is calculated by dividing the total number of basic skills certificates awarded in the program year by the total number of enrollees, eligible for the basic skills certificate award.

**Table 2**

**Performance Comparison of Iowa's Adult Literacy Program for Pre/Post Assessment, GED Pass Rate and Percentage Increase in Basic Skills Certificates**

| <b>STATE BENCHMARKS</b>                             | <b>* Negotiated Percentage</b> | <b>** Attained Percentage</b> |
|---|--------------------------------|-------------------------------|
| <b>Pre/Post Assessment by Instructional Program</b> |                                |                               |
| Adult Basic Education (ABE)                         | 86%                            | 84%                           |
| English-as-a-Second-Language (ESL)                  | 53%                            | 64%                           |
| Adult Secondary Education (ASE)                     | 88%                            | 91%                           |
| <b>OTHER STATE BENCHMARKS</b>                       |                                |                               |
| GED Pass Rate                                       | 96%                            | 99%                           |
| Basic Skills Credential Issuance                    | 52%                            | 76%                           |

\* **Source:** Iowa's State Plan for Adult Basic Education Extension: Program Year 2007.

\*\* **Source:** Iowa's National Reporting System (NRS) Report for Program Year 2007: Table 4, Column B and Table 4B, Column B.

**Table 3** presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels for total enrollment for the NRS core measure of Educational Gain and (3) the attained benchmark levels with pre-post assessment for the state core measure of Educational Gain. The results indicated that **consistently higher benchmarks percentages were achieved across all three instructional programs for those learners who received pre-post assessments.** The results are as follows:

- The Iowa statewide adult literacy program met or exceeded **6 out of 11 (55%)** educational gain benchmarks when calculated against total enrollment.
- The Iowa statewide adult literacy program met or exceeded **10 out of 11 (91%)** educational gain benchmarks when calculated against those adult learners who were pre-post assessed.

**Table 3** also indicated the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels for the "Total Enrollment" and "Pre-Post Assessment" categories. The educational functioning levels fell below the negotiated benchmark levels in the "Total Enrollment" category for "Low Adult Secondary Education", "Low Beginning Literacy ESL", "High Beginning Literacy ESL", "Low Intermediate ESL", "High Intermediate ESL", and "Advanced ESL". Additionally, "Advanced ESL" **did not meet** the "Pre/Post Assessment" category.<sup>3</sup>

<sup>3</sup> The federal criteria to determine whether educational gain benchmarks were successfully achieved is calculated against the "Total Enrollment" category as opposed to the "Pre/Post Assessment" category. Given this criteria, Iowa met or exceeded 6 out of 11 (55%) of the educational gain benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 10 out of 11 (91%) of the educational gain benchmarks.

**Table 3**

**Percentage Comparison of Iowa's Adult Literacy Program  
Performance Measures for NRS Core Indicator #1**

**Core Indicator #1 [Educational Gain]:** Demonstrated improvements in literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills.

| Instructional Program              | Educational Functioning Level | *Negotiated % | **Total Enrollment % | ***Pre/Post Assessment % |
|------------------------------------|-------------------------------|---------------|----------------------|--------------------------|
| Adult Basic Education (ABE)        | Beginning Literacy            | 45%           | 48%                  | 62%                      |
|                                    | Beginning Basic Education ABE | 50%           | 64%                  | 74%                      |
|                                    | Low Intermediate ABE          | 53%           | 64%                  | 81%                      |
|                                    | High Intermediate ABE         | 62%           | 66%                  | 77%                      |
| Adult Secondary Education (ASE)    | Low Adult Secondary Education | 78%           | 72%                  | 81%                      |
| English-as-a-Second Language (ESL) | Beginning Literacy ESL        | 48%           | 36%                  | 86%                      |
|                                    | Low Beginning ESL             | 42%           | 50%                  | 84%                      |
|                                    | High Beginning ESL            | 42%           | 54%                  | 78%                      |
|                                    | Low Intermediate ESL          | 48%           | 46%                  | 68%                      |
|                                    | High Intermediate ESL         | 44%           | 42%                  | 60%                      |
|                                    | Advanced ESL                  | 40%           | 21%                  | 34%                      |

The numbers in red indicate the educational functioning levels where the achieved benchmarks for either the "Total Enrollment" category or the "Pre/Post Assessment" category **did not meet the negotiated percentage**. The "Total Enrollment" category is the criteria by which the USDE:DAEL determines whether Iowa did or did not achieve a benchmark for any given educational functioning level. The "Pre/Post Assessment" category is the criteria used by the state of Iowa to determine if benchmarks were successfully achieved for any given educational functioning level.

**\*Source:** Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL). **Formerly, Iowa's State Plan for Adult Basic Education: extension for each program year was the source for these percentages.**

**\*\*Source:** Iowa's National Reporting System (NRS) report for Program Year 2007 Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment.

**\*\*\*Source:** Iowa's National Reporting System (NRS) report for Program Year 2007 Table 4B, column H. This column represents the percent of total enrollees who were pre/post assessed with paired scores and completed each educational functioning level.

**Table 4** presents a comparison of the percentage relationship between: (1) the negotiated benchmark levels, and (2) the attained benchmark levels for the NRS core follow-up measures. The Iowa statewide adult literacy program met or exceeded **3 out of 4 (75%)** NRS core follow-up benchmarks. The results indicate that three of the 4 **attained percentages met or exceeded the negotiated percentages** and that **“Retained Employment”** did not meet the negotiated percentage by 9%.

**Table 4**  
**Percentage Comparison of Iowa’s Adult Literacy Program Performance Measures**  
**for NRS Core Indicator #2**

| Follow-up Measure   | *Negotiated Percent | **Attained Percent |
|---|---------------------|--------------------|
| Entered Employment <sup>1</sup>                               | 78%                 | 79%                |
| Retained Employment <sup>1</sup>                              | 90%                 | <b>81%</b>         |
| Obtained a GED or Adult Secondary School Diploma <sup>2</sup> | 80%                 | 94%                |
| Entered Postsecondary Education or Training <sup>3</sup>      | 56%                 | 56%                |

**\*Source:** Iowa’s official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL). **Formerly, Iowa’s State Plan for Adult Basic Education: extension for each program year was the source for these percentages.**

**\*\*Source:** Iowa’s National Reporting System (NRS) report for Program Year 2007 Table 5, column G. This column represents the percent of total adult basic education enrollees who achieved each follow-up measure.

<sup>1</sup>The percentage attained data reported for the follow-up measures of “Entered Employment” and “Retained Employment” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Workforce Development’s base and benefits wage records for the period of July 1, 2006 through September 30, 2007 for the Entered Employment outcome measure and October 1, 2006 through September 30, 2007 for the Retained Employment outcome measure. This database is referenced as the Iowa Customer Tracking System.

<sup>2</sup> The percentage attained data reported for the follow-up measure of “Obtained a GED or Adult Secondary School Diploma” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and Iowa’s GED candidate data base at GEDScoring.COM.

<sup>3</sup> The percent attained data reported for the follow-up measure of “Entered Postsecondary Education and Training” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Department of Education’s Community College Management Information System (MIS) for the first quarter of Program Year 2007 (July 1, 2006 -September 30, 2007).

## Summary of Iowa’s Adult Literacy Program Benchmark Results

- Iowa’s Adult Literacy program met or exceeded **4 out of 5 (80%)** of the state mandated benchmarks.
- Iowa’s adult literacy program met or exceeded **6 out of 11 (55%)** federally mandated NRS educational gain benchmarks according to federal calculation criteria (e.g. calculated against the “Total Enrollment” category).
- Iowa’s adult literacy program met or exceeded **10 out of 11 (91%)** federally mandated NRS educational gain benchmarks if the “Pre/Post Assessment” category is utilized as the criteria for benchmark calculations.
- Iowa’s adult literacy program met or exceeded **3 out of 4 (75%)** federally mandated core outcome measures.
- Iowa’s adult literacy program met or exceeded **9 out of 15 (60%)** federally mandated NRS benchmarks.
- Iowa’s adult literacy program met or exceeded **13 out of 20 (65%)** state and federal benchmarks according to the federal calculation criteria (e.g. calculating against the “Total Enrollment” category.)
- Iowa’s adult literacy program met or exceeded **17 out of 20 (85%)** state and federal benchmarks if the “Pre/Post Assessment” category is utilized as the criteria for benchmark calculations.

## State Benchmarks Summary

A summary of the state mandated benchmark performance results is as follows:

- **13 out of 15 (87%)** community colleges met or exceed the pre/post assessment benchmark for the ABE instructional program;
- **12 out of 15 (80%)** community colleges met or exceed the pre/post assessment benchmark for the ASE instructional program;
- **15 out of 15 (100%)** community colleges met or exceed the pre/post assessment benchmark for the ESL instructional program;
- **13 out of 15 (80%)** community colleges met or exceed the pre/post assessment benchmark for the total enrollment of the three instructional programs.
- **15 out of 15 (100%)** community colleges met or exceeded the GED pass rate benchmark.
- **14 out of 15 (93%)** community colleges met or exceeded the Basic Skills Certificate Credential benchmark.

## Educational Gain Benchmarks

The NRS definition of Educational Gain states “the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program”. To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. An “advance” or “completion” is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

## Adult Basic Education and Adult Secondary Education Benchmarks Summary

The results indicated that the **state benchmarks for the educational functioning levels met or exceeded the negotiated benchmarks are presented in Table 5.**

Iowa’s official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2006 and Program Year 2007: **(Formerly, Iowa’s State Plan for Adult Basic Education: extension for each program year was the source for these percentages.)**

- **ABE Beginning Literacy:** The Program Year 2006 benchmark attainment was **50%** as compared to Program Year 2007 benchmark attainment of **62%** which exceeded the negotiated benchmark level of **45%** for Program Year 2007 by **17%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges with eligible enrollment.
- **ABE Beginning Basic:** The Program Year 2006 benchmark attainment was **54%** as compared to Program Year 2007 benchmark attainment of **74%** which exceeded the negotiated benchmark level of **50%** for Program Year 2007 by **24%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges.
- **ABE Low Intermediate:** The Program Year 2006 benchmark attainment was **57%** as compared to Program Year 2007 benchmark attainment of **81%** which exceeded the negotiated benchmark level of **53%** for Program Year 2007 by **28%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges.
- **ABE Intermediate High:** The Program Year 2006 benchmark attainment was **64%** as compared to Program Year 2007 benchmark attainment of **77%** which exceeded the negotiated benchmark level of **62%** for Program Year 2007 by **15%**. This benchmark was met or exceeded by 13 out of 15 **(87%)** community colleges.
- **ASE Low:** The Program Year 2006 benchmark attainment was **78%** as compared to Program Year 2007 benchmark attainment of **81%** which exceeded the negotiated benchmark level of **78%** for Program Year 2007. This benchmark was met or exceeded by 10 out of 15 **(67%)** community colleges.



Table 5

**Benchmark Comparison for Pre/Post Assessment of Educational Functioning Levels –  
Adult Basic Education and Adult Secondary Education**

| COMMUNITY<br>COLLEGE<br>DISTRICT NAME | ABE BEG. LIT.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (45%) | ABE BEG. BASIC<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (50%) | ABE INT. LOW.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (53%) | ABE INT. HIGH<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (62%) | ASE LOW<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (78%) |
|---------------------------------------|---|--|---|---|---|
| Northeast Iowa Comm. College          | 26%   | 50%  | 28%   | 7%  | -8%   |
| North Iowa Area Comm. College         | 30%   | 50%  | 27%   | 12%   | -22%  |
| Iowa Lakes Community College          | NA  | 0%   | 47%   | 23%   | 10%   |
| Northwest Iowa Comm. College          | 15%   | 25%  | 3%  | 6%  | 15%   |
| Iowa Central Comm. College            | 30%   | 36%  | 43%   | 27%   | 4%  |
| Iowa Valley Community College Dist.   | 22%   | 30%  | 23%   | -17%  | -54%  |
| Hawkeye Comm. College                 | 15%   | 0%   | 15%   | -19%  | -26%  |
| Eastern Iowa Community College Dist.  | 41%   | 42%  | 38%   | 33%   | 19%   |
| Kirkwood Community College            | 3%  | 15%  | 24%   | 22%   | 13%   |
| Des Moines Area Community College     | 41%   | 28%  | 14%   | 26%   | 18%   |
| Western Iowa Tech Comm. College       | 55%   | 20%  | 17%   | 1%  | -19%  |
| Iowa Western Comm. College            | 41%   | 31%  | 41%   | 16%   | 3%  |
| Southwestern Comm. College            | 13%   | 6%   | 30%   | 7%  | 3%  |
| Indian Hills Comm. College            | 5%  | 21%  | 37%   | 17%   | 2%  |
| Southeastern Comm. College            | 8%  | 18%  | 24%   | 3%  | 3%  |
| <b>TOTAL</b>                          | <b>17%</b>  | <b>24%</b>   | <b>28%</b>  | <b>15%</b>  | <b>3%</b>   |

\*Source: State Aggregated NRS Report for Program Year 2007: Table 4B

## English-as-a-Second Language Benchmarks Summary

The data displayed in Table 6 provides the benchmark percentage comparisons for the English-as-a-Second Language instructional program and the six (6) educational functioning levels designated for this instructional program. ESL Beginning Basic was divided into two separate levels- ESL Low Beginning and ESL High Beginning. The overall results indicated that:

- The overall state benchmarks for five out of six **(83%)** educational functioning levels met or exceeded the negotiated benchmarks;
- The overall state benchmark for one out of six **(17%)** educational functioning levels fell below the negotiated benchmark.
- **ESL Beginning Literacy:** The Program Year 2006 benchmark attainment was **43%** as compared to Program Year 2007 benchmark attainment of **86%** which exceeded the negotiated benchmark level of **48%** for Program Year 2007 by **38%**. This benchmark was met or exceeded by **100%** of the community colleges with eligible populations.
- **ESL Low Beginning:** For program Year 2007, the negotiated benchmark level was **42%**. The attained benchmark level of **84%** was met or exceeded by **100%**, of the community colleges with eligible populations, by **42%**.
- **ESL High Beginning:** For program Year 2007, the negotiated benchmark level was **42%**. The attained benchmark level of **78%** was met or exceeded by 15 out of 15 **(100%)** of the community colleges by **36%**.
- **ESL Intermediate Low:** The Program Year 2006 benchmark attainment was **45%** as compared to Program Year 2007 benchmark attainment of **68%** which exceeded the negotiated benchmark level of **48%** for Program Year 2007 by **20%**. This benchmark was met or exceeded by **100%** of community colleges with eligible populations.
- **ESL Intermediate High:** The Program Year 2006 benchmark attainment was **45%** as compared to Program Year 2007 benchmark attainment of **60%** which exceeded the negotiated benchmark attainment level of **44%** for Program Year 2007 by **16%**. This benchmark was met or exceeded by 14 out of 15 **(93%)** community colleges.
- **ESL Advanced:** The Program Year 2006 benchmark attainment was **28%** as compared to Program Year 2007 benchmark attainment of **34%** which **fell below** the negotiated benchmark level of **40%** for Program Year 2007 by **6%**. This benchmark was met or **exceeded** by **50%** of community colleges with eligible populations.

The Program Year 2007 data for Iowa's ESL instructional program has improved significantly over Program Year 2006. **The major reason for the continuous improvement is due to the results of the statewide English Literacy Project.** The major goal of this project was to identify, pilot test and implement appropriate instruments to effectively and reliably measure and report educational functioning level gains and skill level gains in the area of listening. The project was implemented on a statewide basis during Program Year 2003. In addition, the Iowa Dept. of Education has encouraged and offered particularly in the area of targeted and sustained professional development that supports educating English language learners.



Table 6

### Benchmark Comparison for Pre/Post Assessment of English-as-a-Second Language Educational Functioning Levels

| COMMUNITY COLLEGE DISTRICT NAME      | ESL BEG. LIT.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (48%) | ESL LOW BEG.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (42%) | ESL HIGH BEG.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (42%) | ESL INT. LOW<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (48%) | ESL INT. HIGH<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (44%) | ESL ADV.<br>% BELOW<br>OR ABOVE<br>STATE BENCH<br>MARK (40%) |
|--------------------------------------|---|--|---|--|---|--|
| Northeast Iowa Comm. College         | NA  | 58%  | 49%   | 20%  | 44%   | -26%   |
| North Iowa Area Comm. College        | 52%   | 58%  | 58%   | 35%  | 31%   | 60%  |
| Iowa Lakes Community College         | 52%   | 58%  | 58%   | 25%  | 23%   | -40%   |
| Northwest Iowa Comm. College         | 52%   | 49%  | 42%   | 19%  | 6%  | 1%   |
| Iowa Central Comm. College           | 40%   | 30%  | 39%   | 31%  | 18%   | 35%  |
| Iowa Valley Community College Dist.  | 45%   | 46%  | 32%   | 27%  | 17%   | -35%   |
| Hawkeye Comm. College                | 46%   | 54%  | 44%   | 23%  | 12%   | -29%   |
| Eastern Iowa Community College Dist. | 26%   | 44%  | 52%   | 33%  | 44%   | 40%  |
| Kirkwood Community College           | 52%   | 58%  | 12%   | 15%  | 2%  | 0%   |
| Des Moines Area Community College    | 23%   | 41%  | 33%   | 17%  | 10%   | -8%  |
| Western Iowa Tech Comm. College      | 32%   | 22%  | 21%   | 1%   | 6%  | -28%   |
| Iowa Western Comm. College           | 41%   | 58%  | 41%   | 21%  | 47%   | 10%  |
| Southwestern Comm. College           | 52%   | 58%  | 29%   | 14%  | 23%   | 60%  |
| Indian Hills Comm. College           | 45%   | 49%  | 51%   | 30%  | 26%   | -3%  |
| Southeastern Comm. College           | 52%   | NA   | 58%   | 27%  | -11%  | NA   |
| <b>TOTAL</b>                         | <b>38%</b>  | <b>42%</b>   | <b>36%</b>  | <b>20%</b>   | <b>16%</b>  | <b>-6%</b>   |

\*Source: State Aggregated NRS Report for Program Year 2007: Table 4B

## Core Follow-up Measure Benchmarks

The intent of the NRS core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult literacy education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

### Data Matching Methodologies

The results for the NRS core follow-up measure were obtained by data matching the state level Iowa adult literacy electronic program file for Program Year 2007 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies.

Data matching methods are particularly well suited for studying outcomes that occur some time after program participation. Given the follow-up mandates of the NRS, the data matching methodology is the ideal way for studying the core follow-up measures. The major advantage of data matching is that it is significantly less costly and time consuming than the local program survey methodology and provides valid, accurate and reliable data.

The Iowa Department of Education utilized the decentralized or *data harvesting* model of data matching whereby each agency maintains its own data records and each separate agency requests matches from the agency with the needed data. In order to data match with an outside agency, the requesting agency sends records containing Social Security numbers and other data needed for the analysis to another agency, along with the format of the data tables needed. The outside agency makes the matches and reports the data in the requested format. For example, in order to obtain GED test results, the state sends Social Security numbers of students who had a goal of passing the GED tests, along with the demographic and program information, to the state agency that conducts GED testing. The testing agency would match the records to produce a report on the number and characteristics of students who passed the GED tests.

The Iowa Department of Education utilized the following agencies, referenced in Exhibit 14, to obtain data match results for the NRS core follow-up measures.

### Exhibit 4

#### Data Matching Schema for the NRS Follow-up Core Measures

| Core Follow-up Measure                         | Agency                       | Data Base for Data Matching                   |
|--|------------------------------|---|
| Entered Employment                             | Iowa Workforce Development   | Customer Tracking System (Base and Wage File) |
| Retained Employment                            | Iowa Workforce Development   | Customer Tracking System (Base and Wage File) |
| Obtained GED or Adult Secondary School Diploma | GEDScoring.Com website       | GEDScoring.Com Iowa GED Diploma File          |
| Postsecondary Education or Training            | Iowa Department of Education | Iowa Community College MIS File               |

## Core Follow-up Measure Results Summary

Iowa's official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2006 and Program Year 2007: **(Formerly, Iowa's State Plan for Adult Basic Education: extension for each program year was the source for these percentages.)**

The NRS core follow-up measure results are presented in Table 7.

- The results of the benchmark percentage comparison for the "Entered Employment" follow-up measure indicated that **the state benchmark exceeded the negotiated benchmark (78%) by 1%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased by 2% from **81%** in Program Year 2006 to **79%** in Program Year 2007. This benchmark was met or exceeded by **5 out of 15 (33%)** of the community colleges.
- The results of the benchmark percentage comparison for the "Retained Employment" follow-up measure indicated that the **state benchmark fell short of the negotiated benchmark (90%) by 9%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased from **89%** in Program Year 2006 to **81%** in Program Year 2007. This benchmark was not met by any of the 15 community colleges.
- The results of the benchmark percentage comparison for the "Obtained a GED or Secondary School Diploma" follow-up measure indicated that the **state benchmark exceeded the negotiated benchmark (80%) by 14%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level rose 5% from **89%** for Program Year 2006 to **94%** for Program Year 2007. This benchmark was met or exceeded by **14 out of 15 (93%)** community colleges.
- The results of the benchmark percentage comparison for the "Entered Postsecondary Education or Training" follow-up measure indicated that the **state met the negotiated benchmark (56%)**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level **increased from 51%** for Program Year 2006 to **56%** for Program Year 2007.<sup>5</sup> This benchmark was met or exceeded by **10 out of 15 (67%)** community colleges.

<sup>5</sup> *The data match results for Program Year 2007 included both credit and non-credit enrollees. The data match results indicated that the credit enrollees accounted for 56% (N=315) of the total and the non-credit enrollees accounted for 44% (N=250) of the total for a data match count of 565.*

Table 7

## Iowa's Results for NRS Core Follow-up Measures

| COMMUNITY COLLEGE DISTRICT NAME      | ENTERED EMPLOYMENT PERCENT BELOW OR ABOVE STATE BENCH MARK (78%) | RETAINED EMPLOYMENT PERCENT BELOW OR ABOVE STATE BENCH MARK (90%) | OBTAINED A GED OR SECONDARY SCHOOL DIPLOMA % BELOW OR ABOVE STATE BENCH MARK (80%) | ENTERED POSTSECONDARY EDUCATION OR TRAINING PERCENT BELOW OR ABOVE STATE BENCH MARK (56%) |
|--------------------------------------|--|---|--|---|
| Northeast Iowa Comm. College         | 22%  | -9%   | 18%  | 19%   |
| North Iowa Area Comm. College        | -1%  | -6%   | 20%  | 30%   |
| Iowa Lakes Community College         | 22%  | -8%   | 18%  | 1%  |
| Northwest Iowa Comm. College         | -13%   | -16%  | -1%  | -36%  |
| Iowa Central Comm. College           | -3%  | -7%   | 19%  | 24%   |
| Iowa Valley Community College Dist.  | -10%   | -38%  | 16%  | -56%  |
| Hawkeye Comm. College                | -8%  | -3%   | 19%  | -4%   |
| Eastern Iowa Community College Dist. | -2%  | -6%   | 12%  | 4%  |
| Kirkwood Community College           | -1%  | -4%   | 3%   | 19%   |
| Des Moines Area Community College    | -1%  | -18%  | 18%  | -20%  |
| Western Iowa Tech Comm. College      | 8%   | -23%  | 16%  | 11%   |
| Iowa Western Comm. College           | -14%   | -22%  | 10%  | 30%   |
| Southwestern Comm. College           | 11%  | -5%   | 17%  | 32%   |
| Indian Hills Comm. College           | 14%  | -9%   | 19%  | 4%  |
| Southeastern Comm. College           | -1%  | -6%   | 19%  | -13%  |
| <b>TOTAL</b>                         | <b>1%</b>  | <b>-9%</b>  | <b>14%</b>   | <b>0%</b>   |

\*Source: State Aggregated NRS Report for Program Year 2007: Table 5.

## BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis and summary of benchmark attainment for Program Year 2007. This section documents the overall benchmark performance for each local program and each benchmark. The analysis results are displayed in summary Tables 8-11.

- **Table 8** provides a **descriptive representation** of the 20 benchmarks and which ones have been met by each Community College.
- **Table 9** provides a **numerical analysis** of the number of community college districts for each benchmark which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 10** provides a **percentage analysis** of the percent of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 11** provides a **descriptive analysis** of the state and federal benchmark performance indicators for Iowa's Adult Literacy Program.

Table 8

## Benchmark Performance Reported by Iowa's Community College Districts

| COMMUNITY COLLEGE DISTRICT NAME      | ABE | ESL | ASE | Beg Lit ABE | Beg ABE | Low Int ABE | High Int ABE | Low ASE | Beg Lit ESL | Low Beg ESL | High Beg ESL | Low Int ESL | High Int ESL | ADV ESL | Ent Empl | Job Ret | Earn GED/ HS Dip | Enter PS Ed | GED Pass rate | Basic Skills Cred | # BM Met |
|--------------------------------------|-----|-----|-----|-------------|---------|-------------|--------------|---------|-------------|-------------|--------------|-------------|--------------|---------|----------|---------|------------------|-------------|---------------|-------------------|----------|
| Northeast Iowa Comm. College         | Y   | Y   | N   | Y           | Y       | Y           | Y            | N       | NA          | Y           | Y            | Y           | Y            | N       | Y        | N       | Y                | Y           | Y             | Y                 | 15       |
| North Iowa Area Comm. College        | Y   | Y   | Y   | Y           | Y       | Y           | Y            | N       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | Y                | Y           | Y             | Y                 | 17       |
| Iowa Lakes Community College         | Y   | Y   | Y   | NA          | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | N       | Y        | N       | Y                | Y           | Y             | Y                 | 17       |
| Northwest Iowa Comm. College         | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | N                | N           | Y             | Y                 | 16       |
| Iowa Central Comm. College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | Y                | Y           | Y             | Y                 | 18       |
| Iowa Valley Community College Dist.  | Y   | Y   | Y   | Y           | Y       | Y           | N            | N       | Y           | Y           | Y            | Y           | Y            | N       | N        | N       | Y                | N           | Y             | Y                 | 14       |
| Hawkeye Comm. College                | N   | Y   | N   | Y           | Y       | Y           | N            | N       | Y           | Y           | Y            | Y           | Y            | N       | N        | N       | Y                | N           | Y             | Y                 | 12       |
| Eastern Iowa Community College Dist. | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | Y                | Y           | Y             | Y                 | 18       |
| Kirkwood Community College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | Y                | Y           | Y             | Y                 | 18       |
| Des Moines Area Community College    | N   | Y   | N   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | N       | N        | N       | Y                | N           | Y             | N                 | 13       |
| Western Iowa Tech Comm. College      | Y   | Y   | Y   | Y           | Y       | Y           | Y            | N       | Y           | Y           | Y            | Y           | Y            | N       | Y        | N       | Y                | Y           | Y             | Y                 | 17       |
| Iowa Western Comm. College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | N        | N       | Y                | Y           | Y             | Y                 | 18       |
| Southwestern Comm. College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | Y       | Y        | N       | Y                | Y           | Y             | Y                 | 19       |
| Indian Hills Comm. College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | Y           | Y            | Y           | Y            | N       | Y        | N       | Y                | Y           | Y             | Y                 | 18       |
| Southeastern Comm. College           | Y   | Y   | Y   | Y           | Y       | Y           | Y            | Y       | Y           | NA          | Y            | Y           | N            | NA      | N        | N       | Y                | N           | Y             | Y                 | 14       |

**Table 9**

**Benchmark Performance Reported By the Number Above Benchmark Level, Number Below Benchmark Level and  
Number With No Data Reported Referenced by Iowa Community College District**

| <b>Column A</b>                           | <b>Column B</b>                                 | <b>Column C</b>                                 | <b>Column D<br/>(Col. B + Col. C)</b>        | <b>Column E</b>  | <b>Column F<br/>(Col. D + Col. E)</b>     |
|---|---|---|--|--|---|
| <b>COMMUNITY<br/>COLLEGE<br/>DISTRICT</b> | <b>NUMBER<br/>ABOVE<br/>BENCHMARK<br/>LEVEL</b> | <b>NUMBER<br/>BELOW<br/>BENCHMARK<br/>LEVEL</b> | <b>NUMBER OF<br/>BENCHMARKS<br/>REPORTED</b> | <b>NUMBER OF<br/>BENCHMARKS<br/>NO DATA<br/>REPORTED</b> | <b>TOTAL<br/>NUMBER OF<br/>BENCHMARKS</b> |
| Northeast Iowa Comm. College              | 15  | 4   | 19   | 1  | 20  |
| North Iowa Area Comm. College             | 17  | 3   | 20   | 0  | 20  |
| Iowa Lakes Community College              | 17  | 2   | 19   | 1  | 20  |
| Northwest Iowa Comm. College              | 16  | 4   | 20   | 0  | 20  |
| Iowa Central Comm. College                | 18  | 2   | 20   | 0  | 20  |
| Iowa Valley Community College Dist.       | 14  | 6   | 20   | 0  | 20  |
| Hawkeye Comm. College                     | 12  | 8   | 20   | 0  | 20  |
| Eastern Iowa Community College Dist.      | 18  | 2   | 20   | 0  | 20  |
| Kirkwood Community College                | 18  | 2   | 20   | 0  | 20  |
| Des Moines Area Community College         | 13  | 7   | 20   | 0  | 20  |
| Western Iowa Tech Comm. College           | 17  | 3   | 20   | 0  | 20  |
| Iowa Western Comm. College                | 18  | 2   | 20   | 0  | 20  |
| Southwestern Comm. College                | 19  | 1   | 20   | 0  | 20  |
| Indian Hills Comm. College                | 18  | 2   | 20   | 0  | 20  |
| Southeastern Comm. College                | 14  | 4   | 18   | 2  | 20  |

**Source:** State Aggregated NRS Report: Program Year 2007; Tables 4B and 5

**Table 10**

**Benchmark Performance Reported by the Percent Above Benchmark Level, Percent Below Benchmark Level and Percent No Data Reported Referenced by Iowa Community College District**

| <b>Column A</b>                           | <b>Column B</b>                                   | <b>Column C</b>   | <b>Column D</b>   | <b>Column E<br/>(Col. B + Col. C)*</b>                   |
|---|---|---|---|--|
| <b>COMMUNITY<br/>COLLEGE<br/>DISTRICT</b> | <b>PERCENT OF<br/>REPORTED<br/>BENCHMARKS MET</b> | <b>PERCENT OF<br/>REPORTED<br/>BENCHMARKS NOT<br/>MET</b> | <b>PERCENT OF<br/>BENCHMARKS WITH<br/>NO DATA TO REPORT</b> | <b>PERCENT OF<br/>BENCHMARKS WITH<br/>DATA TO REPORT</b> |
| Northeast Iowa Comm. College              | 79%   | 21%   | 5%  | <b>95%</b>   |
| North Iowa Area Comm. College             | 85%   | 15%   | 0%  | <b>100%</b>  |
| Iowa Lakes Community College              | 89%   | 11%   | 5%  | <b>95%</b>   |
| Northwest Iowa Comm. College              | 80%   | 20%   | 0%  | <b>100%</b>  |
| Iowa Central Comm. College                | 90%   | 10%   | 0%  | <b>100%</b>  |
| Iowa Valley Community College Dist.       | 70%   | 30%   | 0%  | <b>100%</b>  |
| Hawkeye Comm. College                     | 60%   | 40%   | 0%  | <b>100%</b>  |
| Eastern Iowa Community College Dist.      | 90%   | 10%   | 0%  | <b>100%</b>  |
| Kirkwood Community College                | 90%   | 10%   | 0%  | <b>100%</b>  |
| Des Moines Area Community College         | 65%   | 35%   | 0%  | <b>100%</b>  |
| Western Iowa Tech Comm. College           | 85%   | 15%   | 0%  | <b>100%</b>  |
| Iowa Western Comm. College                | 90%   | 10%   | 0%  | <b>100%</b>  |
| Southwestern Comm. College                | 95%   | 5%  | 0%  | <b>100%</b>  |
| Indian Hills Comm. College                | 95%   | 5%  | 0%  | <b>100%</b>  |
| Southeastern Comm. College                | 78%   | 22%   | 10%   | <b>90%</b>   |

**Source:** State Aggregated NRS Report: Program Year 2007; Tables 4B and 5

\*Columns B and C represent 100% of the Benchmarks with data to report.

\*Column D represents those Benchmarks in which there is no data to report.

\*Column E represents the percentage of benchmarks with data to report.



Table 11

## Benchmark Performance for Iowa's Adult Literacy Program (Program Year 2007)

| Column A  | Column B                      | Column C   | Column D   | Column E<br>(Col. C + Col. D)          | Column F                                      | Column G                           |
|---|-------------------------------|--|--|--|---|------------------------------------|
| INSTRUCTIONAL PROGRAM                               | EDUCATIONAL FUNCTIONING LEVEL | NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL | NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL | NUMBER OF COMMUNITY COLLEGES REPORTING | NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED | TOTAL NUMBER OF COMMUNITY COLLEGES |
| <b>STATE BENCHMARKS</b>                             |                               |  |  |  |   |                                    |
| <b>Pre/Post Assessment By Instructional Program</b> |                               |  |  |  |   |                                    |
| Adult Basic Education (ABE)                         |                               | 13   | 2  | 15                                     | 0   | 15                                 |
| English As-A-Second Language (ESL)                  |                               | 15   | 0  | 15                                     | 0   | 15                                 |
| Adult Secondary Education (ASE)                     |                               | 12   | 3  | 15                                     | 0   | 15                                 |
| <b>OTHER STATE BENCHMARKS</b>                       |                               |  |  |  |   |                                    |
| GED Pass Rate                                       |                               | 15   | 0  | 15                                     | 0   | 15                                 |
| Basic Skills Credential Increase                    |                               | 14   | 1  | 15                                     | 0   | 15                                 |
| <b>INSTRUCTIONAL PROGRAM (NRS Benchmarks)</b>       |                               |  |  |  |   |                                    |
| <b>ADULT BASIC EDUCATION (ABE)</b>                  | ABE Beginning Literacy        | 14   | 0  | 14                                     | 1   | 15                                 |
|   | ABE Beginning Basic           | 15   | 0  | 15                                     | 0   | 15                                 |
|   | ABE Intermediate Low          | 15   | 0  | 15                                     | 0   | 15                                 |
|   | ABE Intermediate High         | 13   | 2  | 15                                     | 0   | 15                                 |
| <b>ADULT SECONDARY EDUCATION (ASE)</b>              | ASE Low                       | 10   | 5  | 0                                      | 0   | 15                                 |
| <b>ENGLISH AS-A SECOND LANGUAGE (ESL)</b>           | ESL Beginning Literacy        | 14   | 0  | 14                                     | 1   | 15                                 |
|   | ESL Beginning Low             | 14   | 0  | 14                                     | 1   | 15                                 |
|   | ESL Beginning High            | 15   | 0  | 15                                     | 0   | 15                                 |
|   | ESL Intermediate Low          | 15   | 0  | 15                                     | 0   | 15                                 |
|   | ESL Intermediate High         | 14   | 1  | 14                                     | 0   | 15                                 |
|   | ESL Advanced                  | 7  | 7  | 14                                     | 1   | 15                                 |
| <b>FOLLOW-UP MEASURES (NRS Benchmarks)</b>          |                               |  |  |  |   |                                    |
| Entered Employment                                  |                               | 5  | 10   | 15                                     | 0   | 15                                 |
| Retained Employment                                 |                               | 0  | 15   | 15                                     | 0   | 15                                 |
| Obtained a GED or Secondary School Diploma          |                               | 14   | 1  | 15                                     | 0   | 15                                 |
| Entered Postsecondary Education Or Training         |                               | 10   | 5  | 15                                     | 0   | 15                                 |

**Source:** State Aggregated NRS Report: Program Year 2007; Tables 4B and 5  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2007; Tables 1-2

## Observations and Summary

The purpose of this section is to summarize the benchmark results for Program Year 2007 and to provide observations which can serve as the basis for continuous program improvement. The following observations provide a summary of benchmark attainment:

### State Benchmarks

The five (5) state benchmarks for Iowa's Adult Literacy Program include the pre/post assessment percentages for (1) Adult Basic Education (2) Adult Secondary Education (3) English as a Second Language (4) GED pass rate and (5) Basic Skills Certificate. Iowa's Adult Literacy Program met or exceeded **4 out of 5 (80%)** of the state mandated benchmarks. The following summary includes the results for Iowa's Adult Literacy program state benchmarks:

- The Adult Basic Education attained pre/post assessment percentage was **84%** and did not meet the negotiated **86%**.
- The Adult Secondary Education attained pre/post assessment percentage was **91%** and exceeded the negotiated **88%**.
- The English-as-a-Second-Language (ESL) attained pre/post assessment percentage was **64%** which exceeded the negotiated **53%**.
- The GED pass rate for Program Year 2007 attained **99%** which exceeded the negotiated rate of **96%**.
- The Iowa Basic Skills Credential Certificates awarded attained **76%** which exceeded the negotiated **52%**.
- The goal for Program Year 2008 is to meet 5 out of 5 state mandated benchmarks, and specifically, the Adult Basic Education pre/post assessment benchmark in order to facilitate increases in the Adult Basic Education educational functioning level gains reported within the USDE:DAEL negotiated "Total Enrollment" categories.

### NRS Mandated Benchmarks

The NRS core outcome measures, negotiated with USDE: DAEL are:

- Performance Measure I – Demonstrated Improvement in Literacy Skills
  - Adult Basic and Secondary Education
    - Four (4) Adult Basic Educational Functioning Levels
    - One (1) Adult Secondary Educational Functioning Level
  - English Literacy or English-as-a-Second-Language
    - Six (6) English Literacy or English-as-a-Second-Language Levels
- Performance Measure II – High School Completion
- Performance Measure III – Entered Post Secondary Education or Training
- Performance Measure IV – Entered Employment
- Performance Measure V – Retained Employment

Iowa's Adult Literacy Program met or exceeded **9 out of 15 (60%)** of the NRS core outcome measures negotiated with USED:DAEL. The following summary includes Iowa's Adult Literacy Program statewide results for Performance Measure I – Demonstrated Improvement in Literacy Skills:

- Adult Basic Education Beginning Literacy – **48%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which exceeded the negotiated target of **45%**.
- Adult Basic Education Beginning Basic – **64%** of program enrollees completed or advanced the educational functioning level which exceeded the negotiated target of **50%**.

- Adult Basic Education Low Intermediate – **64%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which exceeded the negotiated target of **53%**.
- Adult Basic Education High Intermediate – **66%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which exceeded the negotiated target of **62%**.
- Adult Secondary Education Low – **72%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **78%**.
- English Literacy or English-as-a-Second-Language Beginning Literacy – **36%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **48%**.
- English Literacy or English-as-a-Second-Language Low Beginning – **50%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which met or exceeded the negotiated target of **42%**.
- English Literacy or English-as-a-Second-Language High Beginning – **54%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which met or exceeded the negotiated target of **42%**.
- English Literacy or English-as-a-Second-Language Low Intermediate – **45%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **48%**.
- English Literacy or English-as-a-Second-Language High Intermediate – **42%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **44%**.
- English Literacy or English-as-a-Second-Language Advanced – **21%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **40%**.
- Obtained GED or Secondary School Diploma – **94%** of the program enrollees entering with the goal of “Obtain GED or Secondary School Diploma” met the goal within program year 2007 which met the negotiated target of **80%**.
- Entered Postsecondary Education or Training – **56%** of the program enrollees entering with a goal of “Enter Postsecondary Education or Training” met the goal within program year 2007 which met the negotiated target of **56%**.
- Entered Employment – **79%** of the program enrollees entering with a goal of “Entering Employment” met the goal within the data matching parameters which exceeded the negotiated target of **78%**.
- Retained Employment – **81%** of the program enrollees entering with a goal of “Retain Employment” met the goal within the data matching parameters which did not meet the negotiated target of **90%**.

### **Areas Needing Improvement:**

- **ASE Low:** The Program Year 2006 benchmark attainment was **78%** as compared to Program Year 2007 benchmark attainment of **72%** which did not meet the negotiated benchmark attainment level of **78%** for Program Year 2007. This benchmark was met or exceeded by 10 out of 15 (**67%**) Community Colleges. English-as-a-Second Language Benchmarks
- Of the six educational functioning levels within the English-as-a-Second Language instructional program 4 out of 6 (**67%**) **fell below the negotiated benchmark in the “total enrollment” category.**
- For the “Retained Employment” follow-up measure. The results indicated that the **state benchmark fell short of the negotiated benchmark (90%) by 9%.** A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased from **89%** in Program Year 2006 to **81%** in Program Year 2007. This benchmark was not met or exceeded by any of the 15 community colleges.

Program Year 2007 was the seventh year that Iowa’s statewide adult literacy program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main area of focus for benchmark improvement during Program Year 2007 was the significant increase in the pre/post assessment percentages for the ABE instructional program. The main area of focus for benchmark improvement during Program Year 2008 will be the significant increase in the pre/post assessment percentage for the ABE instructional program, educational functioning level gains for the “Total Enrollment Category for (1) ASE Low (2) ESL Beginning Literacy (3) ESL Low Intermediate (4) ESL High Intermediate (5) ESL Advanced and the NRS Core follow-up measure (6) “Retained Employment”.

## **SECTION II - IOWA'S COMMUNITY COLLEGE GED PROGRAM**

## IOWA'S COMMUNITY COLLEGE GED PROGRAM RESULTS

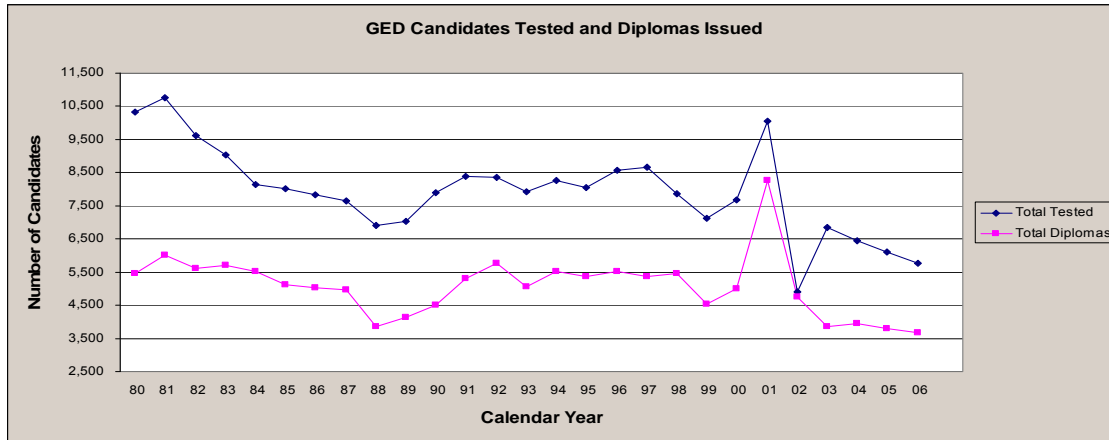
**Key Points About 2006 Iowa Statistics (Source: Data, Figures and Appendices cited are from the 2006 GED Testing Program Statistical Report- <http://www.acenet.edu/bookstore/pdf/GEDASR06.pdf>):**

- In Iowa, the percentage of adults without a high school diploma is in the 12.6-15% range. (Figure 1)
- In Iowa, the percentage of adults without a high school diploma who took the GED tests in 2006 fall in the 1.6-2% range. (Figure 3)
- Of the target population of 289,280 adults without a high school diploma, 5,754 candidates tested, 3,683 completed the tests, and 3,632 passed, which is a 98.6% pass-rate. (Table 2 and Figure 6)
- 1.3% of the target population completed and passed the GED Battery of Tests. **This is the highest pass-rate in the U.S. and Canada. (Table 2)**
- The average candidate age in 2006 was 25. (Appendix B)
- Of the 5,754 GED candidates in Iowa in 2006, 55.5% were male; 44.5% were female. (Appendix C)
- Candidates identified themselves as 7.1% Hispanic; 1.6% American Indian or Alaskan Native; 0.9% Asian; 12.8% African American; 0.1% Pacific Islander or Hawaiian; and 77.5% white. (Appendix D)
- The average highest grade completed by the candidates was 11<sup>th</sup> grade; the average number of years out of school was 7.6 years. (Appendix E and Appendix F)
- Candidates indicated the top 5 reasons for testing as: personal satisfaction (54%), get a better job (40.3%), attend a two-year college (28.2%), be a positive role model (19.6%), and attend a four-year college (13.4%). (Appendix G1)
- The Iowa mean scores in each of the five tests were: writing-510, social studies-536, reading-565, science-562, and math-504. (Appendix H1 and H2)
- There was a 5.4% decrease in the number of candidates tested with 6,080 testing in 2005 and 5,754 testing in 2006. (Appendix I)
- Of the 5,754 tested in 2006, 64% completed; **98.6%** passed. The U.S. Overall Pass Rate for 2006 was 68.7%. (Appendix I)
- The average age of the passing student was 23.9 years. (Appendix J)
- 33 GED candidates tested in Spanish; 6 candidates used the audiocassette special edition. (Appendix Q and R)



**Graph 1**

**Comparison of Total Number of Iowa GED Candidates Tested and Number Of GED Candidates Who Received The Iowa High School Equivalency Diploma from Calendar Years 1980-2006**



**Exhibit 5**

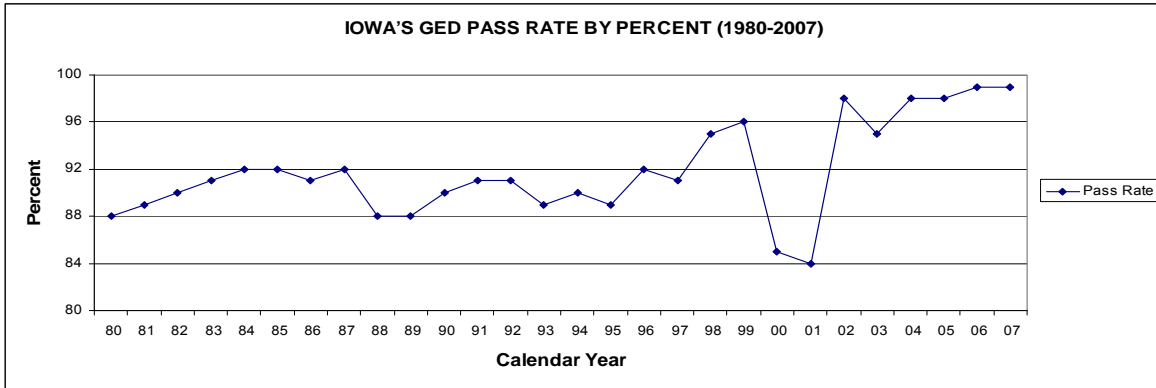
**Iowa's GED Program; Total Number of GED Students Tested and Total Number of GED Diplomas Awarded for Program Years 1980 through 2007**

| Calendar Yr | Total Tested | Total Diplomas | Calendar Yr | Total Tested | Total Diplomas | Calendar Yr | Total Tested | Total Diplomas |
|-------------|--------------|----------------|-------------|--------------|----------------|-------------|--------------|----------------|
| 1980        | 10,342       | 5,452          | 1989        | 7,027        | 4,126          | 1998        | 7,871        | 5,448          |
| 1981        | 10,753       | 6,024          | 1990        | 7,909        | 4,497          | 1999        | 7,120        | 4,544          |
| 1982        | 9,635        | 5,602          | 1991        | 8,373        | 5,305          | 2000        | 7,666        | 4,983          |
| 1983        | 9,035        | 5,710          | 1992        | 8,348        | 5,764          | 2001        | 10,061       | 8,259          |
| 1984        | 8,147        | 5,531          | 1993        | 7,917        | 5,063          | 2002        | 4,915        | 4,763          |
| 1985        | 8,003        | 5,106          | 1994        | 8,277        | 5,525          | 2003        | 6,845        | 3,845          |
| 1986        | 7,832        | 5,036          | 1995        | 8,044        | 5,372          | 2004        | 6,458        | 3,958          |
| 1987        | 7,650        | 4,957          | 1996        | 8,566        | 5,525          | 2005        | 6,109        | 3,784          |
| 1988        | 6,902        | 3,858          | 1997        | 8,666        | 5,377          | 2006        | 5,754        | 3,682          |
|             |              |                |             |              |                | 2007*       | 4,066        | 3,750          |

\*- GED data for 2007 is from Table 5 of the NRS tables.

## Graph 2

### Iowa's GED Pass Rate from 1980 - 2007



## Exhibit 6

### Iowa's GED Program: Annual Percentage Pass Rate From Program Year 1980 through Program Year 2007

| Calendar Yr | Pass Rate | Calendar Yr | Pass Rate | Calendar Yr | Pass Rate |
|-------------|-----------|-------------|-----------|-------------|-----------|
| 1980        | 88        | 1990        | 90        | 2000        | 85        |
| 1981        | 89        | 1991        | 91        | 2001        | 84        |
| 1982        | 90        | 1992        | 91        | 2002        | 98        |
| 1983        | 91        | 1993        | 89        | 2003        | 95        |
| 1984        | 92        | 1994        | 90        | 2004        | 98        |
| 1985        | 92        | 1995        | 89        | 2005        | 98        |
| 1986        | 91        | 1996        | 92        | 2006        | 99        |
| 1987        | 92        | 1997        | 91        | 2007        | 99        |
| 1988        | 88        | 1998        | 95        |             |           |
| 1989        | 88        | 1999        | 96        |             |           |



**SECTION III - IOWA'S COMMUNITY COLLEGE  
BASED BASIC SKILLS LITERACY  
CREDENTIAL PROGRAM**

## **IOWA'S COMMUNITY COLLEGE BASED BASIC SKILLS LITERACY CREDENTIAL PROGRAM**

### **Introduction and Overview**

The purpose of this report is to document the results of Iowa's community college based basic literacy skills credential program for Program Year 2007 (July 1, 2006-June 30, 2007). The credentialing program is administered through Iowa's community colleges and consists of four (4) components: (1) basic literacy skills certification, (2) Iowa High School Equivalency Diploma, (3) community college based adult high school diploma, and (4) traditional high school diploma. A brief description of each component is presented in the following sections.

### **Basic Skills Certification Program**

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates in the areas of reading, mathematics, writing and listening at four (4) certification levels based on the Comprehensive Adult Student Assessment System (CASAS). Iowa's Basic Literacy Skills Certification program was initiated in Program Year 1998 with the reading and mathematics components. The writing component was initiated during Program Year 2002. The listening component was initiated during Program Year 2004. The listening component provides an opportunity for English Literacy adult learners to qualify for a basic skills certificate. The certification program is authorized under *281 Iowa Administrative Code section 21.2(10)(e)* and *20 U.S.C. section 9212(b)(2)(B)* [*Section 212(b)(2)(B) of the Adult Education and Family Literacy Act*]. **Exhibit 1** delineates the descriptors for each subject area and CASAS level.

### **Iowa High School Equivalency Diploma**

The Iowa High School Equivalency Diploma is awarded to adults who successfully complete the General Educational Development (GED) test battery. The purpose of the GED testing program is to provide a second chance opportunity for those individuals who did not complete the requirements for a traditional high school diploma. The Iowa High School Equivalency Diploma program was initiated in 1966 under *Iowa Code, Chapter 259A* and *281 IAC Chapter 32*.

### **Adult High School Diploma Program**

The Adult High School Diploma is awarded to adults who successfully complete a prescribed program of instruction at one of Iowa's community colleges. The diploma is community college based and is issued by the community college. This credential is viewed as an alternative to the GED based Iowa High School Equivalency Diploma. The program is authorized under *260C.1(4)* and *281 Iowa Administrative Code section 21.4(3)* and *20 U.S.C. section 9212(b)(2)(A)(iii)* [*Section 212(b)(2)(A)(iii) of the Adult Education and Family Literacy Act*]. The program was initiated in 1966.

### **Traditional High School Diploma**

The traditional high school diploma, in the context of the Iowa community college based basic literacy skills credential program, is awarded to in-school youth by a local school district as a direct result of a cooperative agreement between the local school district and the community college. *Iowa Code sections 260C.1(5)(6) and 260C.5(9)* and *281 Iowa Administrative Code section 21.2(8)(b)* grants the authority for community colleges and local school districts to permit students attending high school to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation for application toward the completion of a high school diploma issued by the local school district.

## EXHIBIT 7

### Descriptor Statements for Iowa's Basic Skills Certification Program by Subject Area and CASAS Level

| CASAS Basic Skills Level | CASAS Reading Skill Level Descriptor Statements   | CASAS Mathematics Skill Level Descriptor Statements   | CASAS Writing Skill Level Descriptor Statements   | CASAS Listening Skill Level Descriptor Statements  |
|--------------------------|---|---|---|--|
| <b>A</b>                 | Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.  | Individuals at this level generally can add and subtract whole numbers. Other skills may include: interpreting clock time, counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items   | Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms, including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child's teacher); making simple entries on a work log form; completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated. | Individuals at this level can understand simplified conversation on everyday subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. They can understand simple greetings, common social language, and questions about basic personal information. They can understand simple questions, negative statements (e.g., with <i>don't</i> , <i>can't</i> ), commands, requests, and warnings (e.g., <i>Be careful!</i> ) related to immediate needs. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication.   |
| <b>B</b>                 | Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include: reading and interpreting simplified and real-life materials on familiar topics; interpreting simple charts, graphs, maps, labels and menus; following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions. | Individuals at this level generally can add, subtract, multiply and divide whole numbers. Other skills may include: interpreting simple charts, graphs, and labels; interpreting a basic payroll stub; interpreting clock time; counting, converting, and using money, interpreting restaurant menus and computing related costs.<br><br>Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs. | Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.   | Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions. |

**EXHIBIT 7 (Continued))**

**Descriptor Statements for Iowa's Basic Skills Certification Program  
by Subject Area and CASAS Level**

| <b>CASAS<br/>Basic Skills<br/>Level</b> | <b>CASAS Reading<br/>Skill Level<br/>Descriptor Statements</b>  | <b>CASAS Mathematics<br/>Skill Level<br/>Descriptor Statements</b>  | <b>CASAS Writing<br/>Skill Level<br/>Descriptor Statements</b>  | <b>CASAS Listening<br/>Skill Level<br/>Descriptor Statements</b>  |
|---|---|---|---|---|
| <b>C</b>                                | <p>Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include: interpreting routine charts, graphs, maps, labels, and menus; reading and interpreting a simple employee handbook; interpreting a pay stub; following multi-step diagrams and written instructions.</p> <p>Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.</p>   | <p>Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include: adding, subtracting, multiplying and dividing whole numbers; interpreting routine charts, graphs and labels; interpreting a payroll stub; reconciling a bank statement and completing calculations on a simple order form.</p> <p>Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level are generally able to begin General Educational Development (GED) preparation.</p> | <p>Individuals at this level generally can write short, routine work memos or reports. Other skills may include: writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters.</p> <p>Persons at this level generally are able to begin General Educational Development (GED) preparation, and may be able to pass the writing section of the GED test.</p>                 | <p>Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.</p> |
| <b>D</b>                                | <p>Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information.</p> <p>They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p> | <p>Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>    | <p>Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</p> |   |

## CREDENTIAL PROGRAM RESULTS AND STATISTICAL HIGHLIGHTS

This section of the report is designed to summarize the major statistical trends displayed in the tables and graphs:

- A total of **40,674** basic skill certificates were issued from Program Year 1998 through Program Year 2007.
- The percentage of certificates, based on total eligible enrollment issued during Program Year 2007, **increased 4%** over Program Year 2006 (6,275 issued in PY 2006 for total eligible enrollment of 10,491 as compared to 6,190 issued in PY 2007 for total eligible enrollment of 9,664).
- **92%** of the total number of certificates issued was to adult literacy program enrollees and **8%** of the total number of certificates issued was to program enrollees enrolled in cooperating literacy programs such as corrections, etc.
- The raw number of reading skill certificates issued during Program Year 2007 **decreased 6%** over Program Year 2006 (3,132 issued in PY 2006 as compared to 2,940 issued in PY 2007).
- The raw number of mathematics skill certificates issued during Program Year 2007 **increased 13%** over Program Year 2006 (2,103 issued in PY 2006 as compared to 2,386 issued in PY 2007);
- The raw number of writing skill certificates issued during Program Year 2007 **decreased 4%** over Program Year 2006 (310 issued in PY 2006 as compared to 299 issued in PY 2007). The writing skill certificate component was incorporated into the basic skills certification program during Program Year 2002.
- The raw number of listening skill certificates issued for Program Year 2007 **decreased 23%** over Program Year 2006 (730 issued in PY 2006 as compared to 565 issued in PY 2007). The listening skill certificate component was incorporated into the basic skills certification program during the Spring of Program Year 2004.
- The total percent of certificates issued by modality was: (1) **reading 47%**, (2) **mathematics 39%**, (3) **writing 5%**, and (4) **listening 9%**.
- The greatest percentage (69%) of reading certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (84%) of mathematics certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (66%) of writing certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (90%) of listening certificates was issued at **CASAS Levels A and B**.
- The highest number of certificates was issued at **CASAS Levels C and D**.

This section of the report is designed to enumerate the credentialing program results for Program Year 2007. The results are displayed in the following tables and graphs:

- **Table 12:** provides an overview of the total number of credentials issued for the four (4) components of the credential program;
- **Table 13:** provides a breakout of the number of basic literacy skills certificates issued to program enrollees by subject area and CASAS level;
- **Table 14:** provides a breakout of the number of basic skill certificates issued to cooperating program enrollees by subject area and CASAS level;
- **Table 15:** provides the total number of certificates issued by subject area and CASAS level.
- **Graph 3:** is a pie chart depicting the percentage and number relationship among the four (4) components of the basic skills credential program;
- **Graph 4:** is a pie chart depicting the percentage and number relationship among the four subject areas for Iowa's Basic Skills Certification program;
- **Graph 5:** is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification level and subject area;

**TABLE 12**

**Number of Basic Literacy Skills Certificates, GED Diplomas,  
Adult High School Diplomas and Secondary School Diplomas Issued  
Through Iowa's Community Colleges for Program Year 2007  
(July 1, 2006 – June 30, 2007)**

| <b>A<br/>Community<br/>College</b> | <b>B<br/>*Basic<br/>Literacy<br/>Skills<br/>Certificates</b> | <b>C<br/>**High<br/>School<br/>Equivalency<br/>Diplomas</b> | <b>D<br/>***CC<br/>Adult High<br/>School<br/>Diplomas</b> | <b>E<br/>****Secondary<br/>School<br/>Diplomas</b> | <b>F<br/>Total</b> |
|------------------------------------|--|---|---|--|--------------------|
| Northeast Iowa CC                  | 279  | 129   | 0   | 1,678  | 2,086              |
| North Iowa Area CC                 | 234  | 80  | 0   | 28   | 342                |
| Iowa Lakes CC                      | 85   | 55  | 0   | 41   | 181                |
| Northwest Iowa CC                  | 99   | 29  | 12  | 18   | 158                |
| Iowa Central CC                    | 551  | 266   | 2   | 1,347  | 2,166              |
| Iowa Valley CC                     | 585  | 137   | 2   | 47   | 771                |
| Hawkeye CC                         | 381  | 180   | 4   | 77   | 642                |
| Eastern Iowa CC                    | 569  | 575   | 0   | 0  | 1,144              |
| Kirkwood CC                        | 708  | 410   | 52  | 250  | 1,420              |
| Des Moines Area CC                 | 302  | 834   | 116   | 34   | 1,286              |
| Western Iowa Tech CC               | 433  | 214   | 0   | 0  | 647                |
| Iowa Western CC                    | 507  | 267   | 0   | 32   | 806                |
| Southwestern CC                    | 127  | 40  | 0   | 0  | 167                |
| Indian Hills CC                    | 818  | 166   | 0   | 42   | 1,026              |
| Southeastern CC                    | 512  | 257   | 0   | 312  | 1,081              |
| <b>TOTAL</b>                       | <b>6,190</b>   | <b>3,639</b>  | <b>188</b>  | <b>3,906</b>                                       | <b>13,923</b>      |

**Sources:** Iowa Department of Education Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report, and GEDScoring.COM Iowa GED Diploma database.

\* Column B represents the number of basic literacy skills certificates issued in the subject areas of Reading, Mathematics, Writing and Listening for CASAS Levels A-D.

\*\* Column C represents the number of Iowa High School Equivalency Diplomas issued for those adults who successfully completed the GED 2002 Test Battery.

\*\*\* Column D represents the number of adult learners enrolled in community college based adult high school courses and completed requirements for the Adult High School Diploma issued by the community College.

\*\*\*\* Column E represents the number of in school youth issued a traditional high school diploma by the local school district as a direct result of a cooperative agreement between the local school district and the community college.

**Interpretation:** The data indicates 6,190 (45%) basic skills certificates, 3,639 (26%) Iowa High School Equivalency Diplomas, 188 (1%) adult high school diplomas and 3,906 (28%) traditional secondary school diplomas for a total of 13,923 credentials were issued in conjunction with Iowa's community college based basic literacy skills credential program. The basic skills certificates were issued through the statewide community college based adult literacy program. The Iowa High School Equivalency Diplomas were issued by the Iowa Department of Education's Community College based GED Testing Program. The adult high school diplomas were issued through the community college based adult high school diploma program. The traditional secondary school diplomas were issued by the local school districts as a result of a cooperative agreement between the local school districts and the community colleges.

**TABLE 13**

**Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges  
by Subject Area and CASAS Certification Level for Program Enrollees During Program Year 2007  
(July 1, 2006 – June 30, 2007)**

| A<br>Community College        | B<br>Reading<br>CASAS<br>LEVEL |            |            |              | C<br>Sub<br>total | D<br>Mathematics<br>CASAS<br>LEVEL |            |            |              | E<br>Sub<br>total | F<br>*Writing<br>CASAS<br>LEVEL |           |           |           | G<br>Sub<br>total | H<br>**Listening<br>CASAS LEVEL |            |           | I<br>Sub<br>total | K<br>Total<br>(Col C<br>+ Col<br>E + Col<br>G +<br>Col I) |
|-------------------------------|--------------------------------|------------|------------|--------------|-------------------|------------------------------------|------------|------------|--------------|-------------------|---------------------------------|-----------|-----------|-----------|-------------------|---------------------------------|------------|-----------|-------------------|---|
|                               | A                              | B          | C          | D            |                   | A                                  | B          | C          | D            |                   | A                               | B         | C         | D         |                   | A                               | B          | C         |                   |   |
| Northeast IA Comm. College    | 20                             | 23         | 21         | 64           | 128               | 3                                  | 5          | 51         | 67           | 126               | 0                               | 0         | 10        | 4         | 14                | 1                               | 4          | 6         | 11                | 279   |
| North IA Area Comm. College   | 3                              | 23         | 19         | 21           | 66                | 2                                  | 18         | 54         | 76           | 150               | 0                               | 0         | 0         | 0         | 0                 | 2                               | 15         | 1         | 18                | 234   |
| IA Lakes Comm. College        | 5                              | 5          | 4          | 31           | 45                | 4                                  | 0          | 3          | 16           | 23                | 0                               | 0         | 0         | 0         | 0                 | 0                               | 0          | 0         | 0                 | 68  |
| Northwest IA Comm. College    | 26                             | 15         | 11         | 22           | 74                | 0                                  | 2          | 5          | 5            | 12                | 4                               | 3         | 4         | 2         | 13                | 0                               | 0          | 0         | 0                 | 99  |
| IA Central Comm. College      | 71                             | 41         | 27         | 188          | 327               | 0                                  | 9          | 50         | 53           | 112               | 0                               | 2         | 2         | 0         | 4                 | 29                              | 13         | 6         | 48                | 491   |
| IA Valley Comm. College Dist. | 97                             | 77         | 87         | 74           | 335               |                                    | 2          | 29         | 55           | 86                | 2                               | 7         | 2         | 0         | 11                | 90                              | 56         | 7         | 153               | 585   |
| Hawkeye Comm. College         | 34                             | 47         | 39         | 47           | 167               | 3                                  | 24         | 39         | 46           | 112               | 10                              | 10        | 4         | 0         | 24                | 50                              | 27         | 1         | 78                | 381   |
| Eastern IA Comm. Coll. Dist   | 32                             | 56         | 136        | 95           | 319               | 4                                  | 22         | 121        | 76           | 223               | 0                               | 0         | 0         | 0         | 0                 | 14                              | 10         | 3         | 27                | 569   |
| Kirkwood Comm. College        | 14                             | 41         | 44         | 200          | 299               | 1                                  | 28         | 33         | 250          | 312               | 11                              | 16        | 6         | 13        | 46                | 3                               | 31         | 17        | 51                | 708   |
| Des Moines Area Comm. Coll.   | 2                              | 1          | 5          | 105          | 113               | 1                                  | 0          | 4          | 97           | 102               | 0                               | 0         | 9         | 5         | 14                | 0                               | 0          | 0         | 0                 | 229   |
| Western IA Tech Comm. Coll.   | 29                             | 40         | 32         | 78           | 179               | 0                                  | 21         | 48         | 73           | 142               | 8                               | 16        | 14        | 2         | 40                | 37                              | 29         | 6         | 72                | 433   |
| Iowa Western Comm. College    | 4                              | 7          | 24         | 50           | 85                | 0                                  | 20         | 59         | 103          | 182               | 0                               | 0         | 14        | 37        | 51                | 12                              | 11         | 7         | 30                | 348   |
| Southwestern Comm. College    | 12                             | 10         | 17         | 37           | 76                | 1                                  | 2          | 18         | 21           | 42                | 0                               | 0         | 0         | 0         | 0                 | 4                               | 5          | 0         | 9                 | 127   |
| Indian Hills Comm. College    | 53                             | 62         | 75         | 121          | 311               | 16                                 | 75         | 109        | 153          | 353               | 1                               | 11        | 34        | 36        | 82                | 28                              | 30         | 5         | 63                | 809   |
| Southeastern Comm. College    | 3                              | 16         | 25         | 92           | 136               | 4                                  | 23         | 52         | 92           | 171               | 0                               | 0         | 0         | 0         | 0                 | 3                               | 2          | 0         | 5                 | 312   |
| <b>TOTAL</b>                  | <b>405</b>                     | <b>464</b> | <b>566</b> | <b>1,225</b> | <b>2,660</b>      | <b>39</b>                          | <b>251</b> | <b>675</b> | <b>1,183</b> | <b>2,148</b>      | <b>36</b>                       | <b>65</b> | <b>99</b> | <b>99</b> | <b>299</b>        | <b>273</b>                      | <b>233</b> | <b>59</b> | <b>565</b>        | <b>5,672</b>  |

**Source:** Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

**Interpretation:** The data indicates 2,660 (47%) reading certificates, 2,148 (38%) mathematics certificates, 299 (5%) writing certificates and 565 (9%) listening certificates for a total of 5,672 certificates, which were issued during Program Year 2007. The greatest percentage (67%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (86%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (66%) of writing certificates was issued at CASAS C and D levels. The greatest percentage of listening certificates (90%) was issued at CASAS levels A and B.



TABLE 14

**Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges  
by Subject Area and CASAS Certification Level for Cooperating Program Enrollees During Program Year 2007  
(July 1, 2006 – June 30, 2007)**

| A<br>Community College        | B<br>Reading<br><br>CASAS<br>LEVEL |           |           |            | C<br>Sub<br>total | D<br>Mathematics<br><br>CASAS<br>LEVEL |           |           |           | E<br>Sub<br>total | F<br>*Writing<br><br>CASAS<br>LEVEL |          |          |          | G<br>Sub<br>total | H<br>**Listening<br><br>CASAS<br>LEVEL |          |          | I<br>Sub<br>total | K<br>Total<br>(Col C<br>+ Col E<br>+ Col G<br>+ Col I) |
|-------------------------------|------------------------------------|-----------|-----------|------------|-------------------|--|-----------|-----------|-----------|-------------------|-------------------------------------|----------|----------|----------|-------------------|--|----------|----------|-------------------|--|
|                               | A                                  | B         | C         | D          |                   | A                                      | B         | C         | D         |                   | A                                   | B        | C        | D        |                   | A                                      | B        | C        |                   |  |
| Northeast IA Comm. College    | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| North IA Area Comm. College   | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| IA Lakes Comm. College        | 0                                  | 0         | 4         | 2          | 6                 | 0                                      | 0         | 10        | 1         | 11                | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 17   |
| Northwest IA Comm. College    | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| IA Central Comm. College      | 0                                  | 8         | 16        | 33         | 57                | 0                                      | 0         | 3         | 0         | 3                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 60   |
| IA Valley Comm. College Dist. | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Hawkeye Comm. College         | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Eastern IA Comm. Coll. Dist   | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Kirkwood Comm. College        | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Des Moines Area Comm. Coll.   | 0                                  | 5         | 7         | 28         | 40                | 4                                      | 11        | 8         | 10        | 33                | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 73   |
| Western IA Tech Comm. Coll.   | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Iowa Western Comm. College    | 5                                  | 12        | 17        | 48         | 82                | 8                                      | 35        | 22        | 12        | 77                | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 159  |
| Southwestern Comm. College    | 0                                  | 0         | 0         | 0          | 0                 | 0                                      | 0         | 0         | 0         | 0                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 0  |
| Indian Hills Comm. College    | 0                                  | 0         | 0         | 3          | 3                 | 0                                      | 0         | 3         | 3         | 6                 | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 9  |
| Southeastern Comm. College    | 1                                  | 14        | 44        | 33         | 92                | 6                                      | 28        | 39        | 35        | 108               | 0                                   | 0        | 0        | 0        | 0                 | 0                                      | 0        | 0        | 0                 | 200  |
| <b>TOTAL</b>                  | <b>6</b>                           | <b>39</b> | <b>88</b> | <b>147</b> | <b>280</b>        | <b>18</b>                              | <b>74</b> | <b>85</b> | <b>61</b> | <b>238</b>        | <b>0</b>                            | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b>          | <b>0</b>                               | <b>0</b> | <b>0</b> | <b>0</b>          | <b>518</b>   |

**Source:** Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

**Interpretation:** The data indicates 280 (54%) reading certificates, 238 (46%) mathematics certificates, 0 (0%) writing certificates and 0 (0%) listening certificates for a total of 518 certificates, which were issued during Program Year 2007. The greatest percentage (84%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (67%) of mathematics certificates was issued at CASAS B and C levels. No skills certificates were issued for cooperating program enrollees in writing and listening modalities for program year 2007.

**TABLE 15**

**Total Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges  
by Subject Area and CASAS Certification Level During Program Year 2007  
(July 1, 2006 – June 30, 2007)**

| A<br>Community College        | B<br>Reading<br>CASAS<br>LEVEL |            |            |              | C<br>Sub<br>total | D<br>Mathematics<br>CASAS<br>LEVEL |            |            |              | E<br>Sub<br>total | F<br>*Writing<br>CASAS<br>LEVEL |           |           |           | G<br>Sub<br>total | H<br>**Listening<br>CASAS<br>LEVEL |            |           | I<br>Sub<br>total | K<br>Total<br>(Col C<br>+ Col<br>E + Col<br>G +<br>Col I) |
|-------------------------------|--------------------------------|------------|------------|--------------|-------------------|------------------------------------|------------|------------|--------------|-------------------|---------------------------------|-----------|-----------|-----------|-------------------|------------------------------------|------------|-----------|-------------------|---|
|                               | A                              | B          | C          | D            |                   | A                                  | B          | C          | D            |                   | A                               | B         | C         | D         |                   | A                                  | B          | C         |                   |   |
| Northeast IA Comm. College    | 20                             | 23         | 21         | 64           | 128               | 3                                  | 5          | 51         | 67           | 126               | 0                               | 0         | 10        | 4         | 14                | 1                                  | 4          | 6         | 11                | 279   |
| North IA Area Comm. College   | 3                              | 23         | 19         | 21           | 66                | 2                                  | 18         | 54         | 76           | 150               | 0                               | 0         | 0         | 0         | 0                 | 2                                  | 15         | 1         | 18                | 234   |
| IA Lakes Comm. College        | 5                              | 5          | 8          | 33           | 51                | 4                                  | 0          | 13         | 17           | 34                | 0                               | 0         | 0         | 0         | 0                 | 0                                  | 0          | 0         | 0                 | 85  |
| Northwest IA Comm. College    | 26                             | 15         | 11         | 22           | 74                | 0                                  | 2          | 5          | 5            | 12                | 4                               | 3         | 4         | 2         | 13                | 0                                  | 0          | 0         | 0                 | 99  |
| IA Central Comm. College      | 71                             | 49         | 43         | 221          | 384               | 0                                  | 9          | 53         | 53           | 115               | 0                               | 2         | 2         | 0         | 4                 | 29                                 | 13         | 6         | 48                | 551   |
| IA Valley Comm. College Dist. | 97                             | 77         | 87         | 74           | 335               | 0                                  | 2          | 29         | 55           | 86                | 2                               | 7         | 2         | 0         | 11                | 90                                 | 56         | 7         | 153               | 585   |
| Hawkeye Comm. College         | 34                             | 47         | 39         | 47           | 167               | 3                                  | 24         | 39         | 46           | 112               | 10                              | 10        | 4         | 0         | 24                | 50                                 | 27         | 1         | 78                | 381   |
| Eastern IA Comm. Coll. Dist   | 32                             | 56         | 136        | 95           | 319               | 4                                  | 22         | 121        | 76           | 223               | 0                               | 0         | 0         | 0         | 0                 | 14                                 | 10         | 3         | 27                | 569   |
| Kirkwood Comm. College        | 14                             | 41         | 44         | 200          | 299               | 1                                  | 28         | 33         | 250          | 312               | 11                              | 16        | 6         | 13        | 46                | 3                                  | 31         | 17        | 51                | 708   |
| Des Moines Area Comm. Coll.   | 2                              | 6          | 12         | 133          | 153               | 5                                  | 11         | 12         | 107          | 135               | 0                               | 0         | 9         | 5         | 14                | 0                                  | 0          | 0         | 0                 | 302   |
| Western IA Tech Comm. Coll.   | 29                             | 40         | 32         | 78           | 179               | 0                                  | 21         | 48         | 73           | 142               | 8                               | 16        | 14        | 2         | 40                | 37                                 | 29         | 6         | 72                | 433   |
| Iowa Western Comm. College    | 9                              | 19         | 41         | 98           | 167               | 8                                  | 55         | 81         | 115          | 259               | 0                               | 0         | 14        | 37        | 51                | 12                                 | 11         | 7         | 30                | 507   |
| Southwestern Comm. College    | 12                             | 10         | 17         | 37           | 76                | 1                                  | 2          | 18         | 21           | 42                | 0                               | 0         | 0         | 0         | 0                 | 4                                  | 5          | 0         | 9                 | 127   |
| Indian Hills Comm. College    | 53                             | 62         | 75         | 124          | 314               | 16                                 | 75         | 112        | 156          | 359               | 1                               | 11        | 34        | 36        | 82                | 28                                 | 30         | 5         | 63                | 818   |
| Southeastern Comm. College    | 4                              | 30         | 69         | 125          | 228               | 10                                 | 51         | 91         | 127          | 279               | 0                               | 0         | 0         | 0         | 0                 | 3                                  | 2          | 0         | 5                 | 512   |
| <b>TOTAL</b>                  | <b>411</b>                     | <b>503</b> | <b>654</b> | <b>1,372</b> | <b>2,940</b>      | <b>57</b>                          | <b>325</b> | <b>760</b> | <b>1,244</b> | <b>2,386</b>      | <b>36</b>                       | <b>65</b> | <b>99</b> | <b>99</b> | <b>299</b>        | <b>273</b>                         | <b>233</b> | <b>59</b> | <b>565</b>        | <b>6,190</b>  |

**Source:** Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

**Interpretation:** The data indicates 2,940 (47%) reading certificates, 2,386 (39%) mathematics certificates, 299 (5%) writing certificates and 565 (9%) listening certificates for a total of 6,275 certificates, which were issued during Program Year 2006. The greatest percentage (63%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (84%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (66%) of writing certificates was issued at CASAS C and D levels. The greatest percentage (80%) of listening certificates was issued at CASAS levels A and B.

## BASIC SKILLS CERTIFICATION OBSERVATIONS

- The Iowa Basic Skills Certification program, Iowa High School Equivalency Diploma, and Adult High School Diploma components of the community college based basic literacy skills program provide a comprehensive program of issuance of basic literacy skills certificates and secondary school credentials to adults lacking basic literacy skills or a traditional high school diploma;
- The basic skills certification component is the fastest growing segment of the basic literacy skills credential program.
- The Traditional High School Diploma component offers in school youth the opportunity to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation toward the completion of a high school diploma awarded by the local school district.
- The basic skills certification program documents educational gains achieved by the program participants.
- The credential program is a key indicator of program accountability.
- Adult learners preparing to take the GED 2002 test battery are generally at a proficiency level eligible to earn certificates issued for CASAS Level D reading, CASAS Level D mathematics and CASAS Level D writing. The CASAS/GED correlation study documents the high GED pass rate for candidates who perform at CASAS Level D. This strategy will insure that Iowa will maintain a 94-96 GED percent pass rate given that 97 percent of the Iowa GED candidates who did not successfully complete the GED 2002 test battery did not meet the state standard on either the *Language Arts*, *Writing* or *Mathematics* subtests or a combination of the two subtests.



